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ABSTRACT

This report describes the nature and function of humanistic interviewing in the exchange of information. This interviewing process recognized the human side of the transfer of information involving insight, growth, and further understanding. The report examines the purposes and types of interviews, questionnaire construction, the interviewing session, and the interview plan. Guidesheets for content and style development within questionnaires and sample questionnaires are provided. (SJL)

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The Humanistic Interviewer

by

Steven Linder

CG 010 292

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Chapter One. What is Humanistic Interviewing?

- What is it to be a humanistic being?
- Feelings About Yourself And Others
- The Five Criterias For Becoming A Humanistic Interviewer
- The Growth Index

A humanistic interview is a special kind of conversation where there is an intent by either the interviewer or participant to focus on their respondent as a person of growth rather than as an object of inquiry (or case study). Therefore, an interview is more than an opportunity to "sell yourself." Whenever a person is in the process of "selling" they are treating their selves as objects. However, if an interviewer accepts this selling tactic, he is therefore approving objectivity. Humanistic Interviewing is a cluster of beliefs and skills that both interviewer and participant can utilize. There is an emphasis upon "both" since not all interviewers are humanistic and not all participants are alike. To achieve humanistic results - it takes two! Remember, because you are humanistic or wishing to be, do not expect others to share your philosophy.

As a protest against Behavioral Interviewing principles, Humanistic Interviewing attempts to

1. regard the participant as a proactive being-using the self as an instrument-a process of becoming; rather than a reporting stimuli of one's behavior in terms of observable responses and stimuli that immediately occurs after a response (under conditions that are controled).
2. develope techniques and principles; rather than spend greater amounts of time on bias reduction.
3. spend more time in applying psychological principles to the environment; rather than be concerned with laboratory control methodologies.

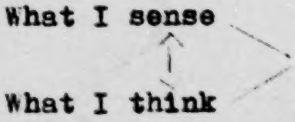
What is it to be a humanistic being?

To be humanistic is something not to be studied but to be experienced. Every person to some extent is humanistic; but to be fully humanistic you must be willing to learn, to grow, to feel, to be sensitive within and outside yourself, and to realize and understand your own uniqueness as well as the uniqueness of others. From birth, we all to some extent have been trained to hold back our emotions: Men should not show emotions

in public or private (such as crying) while women, the so-called "weaker sex" (ha!) having no will or control, can show their emotions. "We" also have been trained to mind our own business and not become involved. Just answer this question: If you saw a lady being attacked while no police were in sight, would you organize a nearby group of pedestrians to come to her aid?

To be humanistic, you should assume the responsibility for your ideas and feelings - so start saying "I," "me," and "my." To start, this author will now use "I" rather than follow the more conventional style of writing - "we." "I" feel that you should say "I," for "I" care for you and want you to grow.

To be humanistic, try to use your feelings as a tool for communication. After rapping with a camper, the head counselor came over to me and said, "Steve, if you want to be sincere in what you say and want the camper to know, just put your arm around his shoulder. In order to be personal, you must behave personal." It worked - I was able to show what I felt. It's hard to show your feelings since you were trained from birth to refrain. But in order for a conversation to have meaning, you must put meaning in what you say. Feelings are central for growth to occur - when you are aware of your feelings and ideas (or in-tune with your feelings), then you are in the process of becoming sensitive to oneself as well as to others. "Sensitivity" comes from the word "sensory" which means "feelings."



Applying your feelings to a conversation is not easy to learn. Feelings like other activities, are learned by modeling - the understanding of oneself through the process of observing another's entire behavior. Many people, especially students of of psychology, associate modeling with Behaviorism. Even though Behaviorists do use the principles of modeling, it is basically a Humanistic process. Remember, Behaviorism is basically the

psychology of elements while Humanistic is the psychology of wholeness. Therefore, what seems to be a Behavioristic process is really quite Humanistic. I will not go into modeling since there are many books solely on this topic due to the efforts of Behavioral interests.

Before going deeper into feelings, I would like to first state briefly an important concept in humanistic interviewing - immediacy. Immediacy is the on-going process of being real within an interaction or "what is really going on between the two of us?" Remember feelings (as well as emotions) are not straight forward concepts but rather tricky networks of sensory interactions.

Feelings About Yourself And Others

When was the last time you talked to yourself? Come on now - admit it! Everybody talks to themselves; there is nothing wrong with it, and anyway it is a natural process which you can not stop. OK, try not to think. It is impossible! Talking to yourself is an on-going process. However, when was the last time you talked <u>with</u> yourself. Talking <u>to</u> oneself is a one way line of communication whereby you are telling your conscious self some message. For example, you are walking down a street and you see a beautiful girl who is well built and you say to yourself, "Oh, what a great 'look-in' chick!" You are now communicating to your conscious self this information(transfering sensory to verbal information channels). However, if you later say, "Yes, she is good lookin, but my gal is ten times better," you are talking with yourself. Talking <u>with</u> yourself is producing a conversation where-as you are receiving outside information and relating it to your needs, wants, desires, etc. It is a two-way communication link. What I feel <u>about</u> myself... I feel <u>with</u> myself.

Self-concepts are those perseptions you have about yourself: how I see myself. However, how one sees themselves is

based on one's beliefs and how others effect our beliefs. Since man in general is a social animal, what others say or do does make an impact on how he behaves. Asking the question "Who am I? is not enough to really know oneself. "Who am I in this situation (or experience)?" is a more important question. You must constantly ask questions in order to know your "real" self. Knowing yourself should be a time consuming portion of your daily living. If you do not know yourself, then you can not grow to be a fully functioning person with uniqueness of recognition. By not knowing yourself, you can not be a self-actualizing (a person who strives for fulfillment) person. As an interviewer, you must know yourself in order to know others. However, more importantly, you should understand yourself, your needs, your wants, your desires, and your ambitions. When you fully understand yourself, you will then learn and grow out of your daily living. Throughout my interviewing career, I have asked myself ten questions repeatedly to help my own self-awareness. I now would like to share them with you:

1. Who am I (in this situation)?
2. What am I trying to accomplish?
3. Do I like myself now...then?
4. What did I like best about myself in that situation?
5. What did I like least about myself in that situation?
6. What impact was there in communicating with others?
7. Were my needs fulfilled ?
8. How much of the day was I by myself?
9. How long did I think with myself?
10. If I could do anything over, what would it be?

Remember these are my daily questions that I ask "with" myself to understand myself and were tailored for my needs. When you ask yourself questions, have them tailored to your needs. Asking the right questions can make all the difference. It does not take any deep psychotherapy or meditation to understand your needs, your desires, as well as yourself. By realizing what you say, how you say it to others and how others react to your

remarks, you are indeed making some attempt to understand yourself. By organizing your thoughts and feelings and checking for any irrational thoughts, you are creating a climate of self-understanding. One statement can sum up the whole concept of the self: YOU ARE THE SOLE AUTHORITY OF YOUR SELF.

I have noticed throughout my years an increasing amount of people meditating. To be a fully humanistic self, one needs not to meditate. Understanding oneself and meditation are not the same. For one thing, understanding oneself is an on-going process which occurs when you are experiencing a situation which has great importance to you. Meditation occurs everyday at a point of the day chosen by yourself and not related to any type of experience(s). Understanding oneself is done as an interaction process between yourself and the environment. Meditation only involves yourself and not the environment. Self-understanding is an active-exhaustive process whereas meditation might be exhaustive but passive. To be humanistic, you must be willing to get and be involved with others. There are more differences but I feel these are enough to make my point: if you want to understand yourself, you must interact in the environment in which you want to be active in.

In order for you to understand yourself, you should have an awareness of the self as well as for others. Self-awareness comes through a deep understanding of yourself. After developing a self-concept, you will be ready to observe and understand others. I stress "understand" so not to confuse this with analysis. Other-awareness is concerned with your understanding others in relation to their total beings. When analizing others, you are understanding others by reducing them to elements. Analysis is a process involving deep level thinking and deep level training. Understanding others as total beings is no more than being aware that those you recognize as models have impact on your behavior. Other-awareness does not require deep thought or deep level training to put into practice.

When you see yourself and others in positive ways, you will be able to understand yourself and others as people of worth. Self-esteme is the on-going process of seeing oneself in essen-

tually positive ways, while other-esteme is the on-going process of seeing others in essentually positive ways. It is not easy to think of ourselves and others in positive ways. Concepts such as "Original Sin," "There is some good in everybody," and "Seeing is believing" all have one underlining theme - man has to proove himself to be good! Myths understating that "boys are little deveils," and "girls are made of spice" do not help looking at oneself in positive ways either. Suspition and mistrust have evolved from these myths and are shared by many as being the truth. In order to have self-esteme and other-esteme, you must realize that what you were raised to believe about these myths have no premise. Man is not born evil; he is born human! How he behaves according to your beliefs will make him "good" or "evil" in your eyes. Try to be positive when dealing with yourself and others.

In order for you to get to know another person, you both must be willing to be self-disclosing. Self-disclosure may be defined as the sharing with another person how you feel about that statement, issue, or event you just have said or done. Self-disclosure does not mean revealing some secret or intimate confession of your past experience. The key word in this definition is "feel." By feeling some relevant past experience, you need to be open and real (honest, authentic, genuine). People who gossip have no need for these qualities, since their main purpose is just to disclose facts. Therefore self-disclosure is a risk taking experience that will help clarify why you are reacting a specific way by revealing some prior experience(s).

As an interviewer, you need to understand and use self-disclosure as a way of providing in-depthness to an interview. Thus,

1. self-disclosure will occur when a person respects, trusts, and knows the other person (people should not self-disclose when meeting for the first time) and vice versa;

2. the more self-disclosure you are willing to imitate (if condition one is found to be satisfactory), the more likely

the participant will respect you as a person of worth; and

3. an increase of self-disclosure will stimulate increase of self-disclosure of the other in a non-threatening atmosphere.

Also, I have found that interviewer qualities such as flexability, adaptability, and openness produces an increase awareness to self-disclosure. You must realize that as an interviewer you can only self-disclose if the situation calls for it. That is, if a person responds to your self-disclosure, then you might continue it. If a person does not respond, then drop it. It should be obvious that the more self-disclosure one initiates the more in-depthness the interview becomes. Research, job, and training interviewers (for example) may find no need to self-disclose since most of the time the participant and interviewer are strangers.

Before even starting to be humanistic, you must first have confidence in yourself. Gaining confidence in what you say or do is essential and should never be overlooked or underrated. Confidence is that honest and free expression of oneself in some expectation of being accepted by the receiver(s). To be confident all the time is just not human, since at one time or another we have all experienced some form of rejection. As I wrote earlier, it takes two to produce humanistic results! As confident as I am, I must depend on the receiver to accept what I say or do as being the real me. If the receiver rejects what I say or do, then I must re-evaluate my beliefs. If I can not find any rational reason for my rejection, then I will experience self-doubt. It is my self-doubt that will avoid my being overconfident, since I will be constantly in contact with my beliefs. However, if I overdramatize my fear of rejection, I will experience a fear to be with others (isolation). Thus, to avoid all of these fears, I must be in-tune and in-touch with my feelings and beiefs - I must engage in feedback.

Feedback, is an on-going self-disclosing process whereby a person reacts to another's behavior (other-disclosure). Since, feedback enables a person to receive additional information in a non-threatening climate, the interviewer must be confident

that the person receiving the feedback will not become defensive. A way of avoiding defensiveness is to just describe rather than judge the behavior of the person. Emphasis should be given to the description of behavior. By being concise when describing the behavior, you will not be attacking the personality of the individual. People are most sensitive about their total personality rather than one aspect of their behavior. Also keep in mind that when you give feedback, your concern is on "what" has been said, and not the "why." Remember, you are describing not judging (or analyzing) the behavior. For feedback to be most effective the interviewer should relate the other-disclosing behavior to the here-and-now.

Self-Disclosing	Other-Disclosing (feedback)
Uncovering how <u>your</u> behavior affects you.	Uncovering how the behavior of <u>another</u> affects you.

The Five Criterias For Becoming A Humanistic Interviewer

A Humanistic Interviewer should perceive the participant as an individual of personal warmth and growth, rather than just another case study.

A Humanistic Interviewer should perceive the participant as a person with self-asperations and goals, rather than a person fulfilling the goal of the project or interviewer.

A Humanistic Interviewer should be aware of how the participant perceives him and not interested in steriotyped roles.

A Humanistic Interviewer should identify with the participant's strengths rather than avoiding them.

A Humanistic Interviewer should be confident of his own strengths and recognize these strengths for further growth, rather than be confident knowing the interview goals.

The Growth Index

The following rating items of the here-and-now index might help you to quantify your level of growth. Try to be as honest as possible when rating this index - it is only for your own use:

1. Do I know who I am?

1	2	3	4	5	0
I am not sure				I am very sure	no

2. Do I have an impact on others?

1	2	3	4	5	0
not aware				highly aware	no

3. Do I have a sense of self-identity?

1	2	3	4	5	0
weak sense				strong sense	no

4. Am I aware what I am?

1	2	3	4	5	0
weak awareness				strongly aware	no

5. Do I have any sense of self-respect

1	2	3	4	5	0
weak sense				strong sense	no

6. How much do I self disclose?

1	2	3	4	5	0
not very much				very much	no

7. How much do I accept my strengths and weaknesses for what they are?

1	2	3	4	5	0
not very much				very much	no

8. How much do I say the word "I" in daily living?

1	2	3	4	5	0
not very much				very much	no

9. How much do I "feel" with people in daily living?

1	2	3	4	5	0
not very much				very much	no

10. How sensitive am I with myself?

1	2	3	4	5	0
not very sensitive				very sensitive	no

Now, total your scores and see the Growth Index Quantative Chart below.

0-20 pts.	in the awareness of growth
21-30 pts.	in the process of growth
31-45 pts.	much growth
46-50 pts.	over confidence

Chapter Two. What is an Interview?

- Two-Way: An Exchange Of Information
- "RICH"
- Conversation: By Verbal And Nonverbal Communication
- Specific Purpose: In Order To Solve Some Purpose

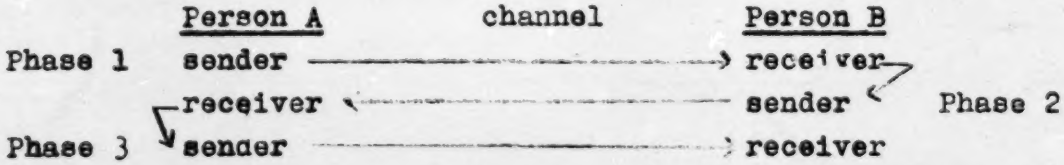
An interview is a <u>two-way</u> <u>conversation</u> with a <u>specific purpose</u>.

Thus an interview is

- an exchange of information
- by verbal and nonverbal communication
- in order to solve some purpose.

<u>Two-Way</u>: An Exchange Of Information

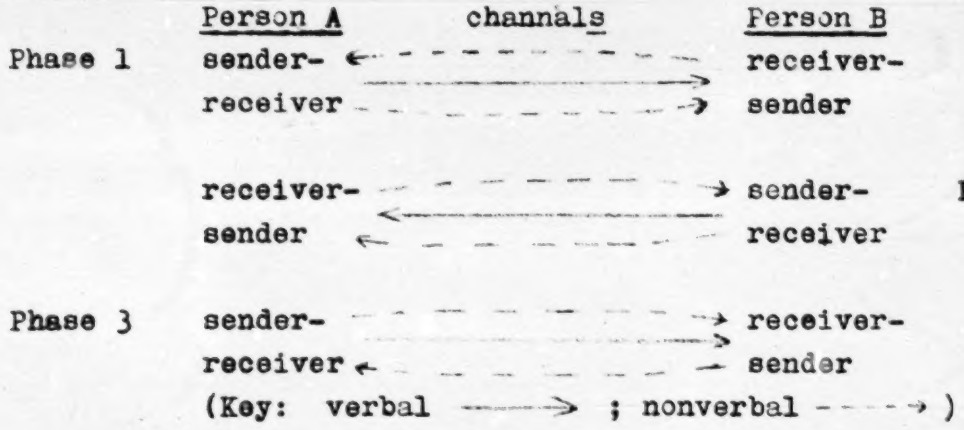
What one calls "an exchange of information," others call "communication." The basis of all interviews is communication. Not only do "I" exchange information overtly, but "I" also communicate within myself. The basic difference between man and lower animals is man can converse within himself or "talk to himself." Communication occurs when I send a message (verbal or nonverbal) to another person with the intent of that person responding. A highly simplicit illustration follows with extreme caution to its oversimplification.



The problem in analyzing this oversimplification is the assumption that communication is a one channel cause and effect relationship. If communication is just a pure cause and effect process, there would be no interation. Remember:

> Communication is a constant (always changing) process which involves verbal as well as nonverbal modes of behavior.

Thus communication is a complicated interpersonal process where the communicater is both sender and receiver.



Sending Effective Messages:

The key to communication and sending effective messages is to understand meanings. Meanings are man-made relationships which you would make between some symbol (verbal/nonverbal) and how you interpret that symbol.

Your Meaning = Symbol + Your Interpretation

The fact that meanings constantly change, many times interpreted without reason, and relate to personal aspects of relationships produces a complex interaction between symbol and your interpretation. Thus, meanings do not have a single use. Because of "my" concern with this complex interation, I formulated "RICH" (Responsibility - Information - Channel - Harmony).

Being a humanistic interviewer is not easy-not only must you act human, you must be human. "RICH" is a series of principles that will hopefully produce effective messages, and thus grow as a communicator- the first step to becoming a humanistic interviewer.

A basic focus of "RICH" is to ask questions. Never be embarrased, ashamed, or affraid to ask another person what he means by a word or phrase(s). Without clarity, a conversation is at a lost.

"RICH"

RICH (Responsibility - Information - Channel - Harmony) consists of a series of reminders for you to send effective messages.

R (Responsibility): "I" should always be responsible for what "I" say as well as what "I" do!

One way of taking responsibility is to use personal pronouns such as "I," "me," or "my" to express your feelings and your beliefs. For example, "We like ice cream" might express the belief that you as well as others like ice cream. However, being in a group does not put the spotlight on you. If you said, "I like ice cream," then you are taking a stand; therefore you - as a person of worth and importance - are stating how you feel about your belief. Many people tend to express their beliefs in terms of group behavior. By deemfasizing your own beliefs, you are socially conforming. There is nothing wrong in conforming within groups, however, you should not conform to the extreme of loosing your self-identity.

I (Information): By providing additional information, my meaning (or message) should be as specific and complete as possible!

Remember the equation: Your Meaning = Symbol + Your Interpretation. Well lets put this equation to practice! Meanings depend on how you feel about yourself as well as to the receicer. Symbols and Your Interpretation constantly change and involes the personal dimensions of behavior. Not only must you relate your meaning to the "I" contex of thought, but you must also recognize the receiver's attitude about yourself. This is sometimes called the "credibility of the sender." For example, in order for you to be an expert, the receiver as well as yourself must recognize you as an expert. The same goes for trustworthiness. The receiver must perceive the sender as trustful as well as the sender must perceive himself as trustworthy. If

an interviewer wants to be recognized as an interviewer, he as well as the receiver must recognize his function as interviewer. Remember - it takes two to produce Humanistic results!

C (Channel): I should always try to use more than one communication channel.

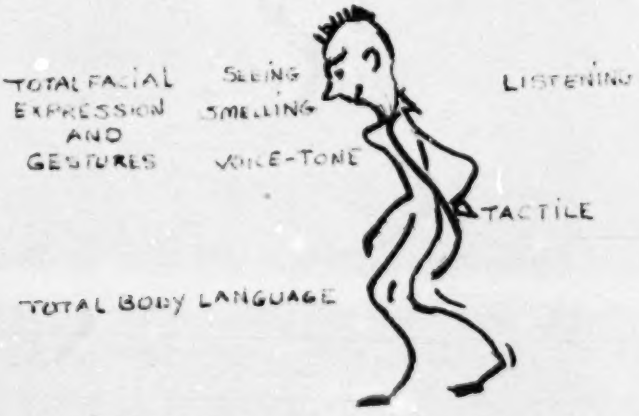
Verbal as well as nonverbal communication should be used as well as interpreted when relating with others. Body language, speech lags, handwriting analysis, and lipreading are all forms of channels. By using various channels, your messages will develop a clearer interpretation.

H (Harmony): I should let my verbal and nonverbal expressions harmonize.

Can you imagine a person smiling saying "I feel sad today"? Well, it happens all the time. People are not aware that they are even doing it. Your speech and your emotions are two different things. Speech is a conscious part of you while emotions are less conscious - many times automatic. So make sure that what you say is actually what you feel - and more importantly what you feel, you will say!

Conversation: Verbal And Nonverbal Communication

An interview is not only a verbal exchange of feelings, ideas, and opinions between two or more people, but involves all of our senses:



How many times did you attend an interview where the interviewer told you or evaluated your beliefs or feelings. In humanistic interviewing, the participant tells the interviewer their thoughts and feelings. Thus a humanistic interviewer describes his participants responses rather than evaluate them. Many people quite often confuse the word "description" and "evaluation." A description confirms what a person actually did while an evaluation judges the person's actions. A humanistic interviewer not only treats but actually believes that each and every person is an individual of growth, worth, and respect. Judgment therefore would only dehumanize the interviewing processes and create a climate of "I'll tell you-You don't tell me!" By describing a situation you are telling as it is! For example -

"John swims quite frequently."
"John swims 5 laps/day."

In the phrase "John swims quite frequently," the person is commenting (evaluating) to the degree of John's swimming based on his criteria - thus a judgment. However, when he says "John swims 5 laps/day," he is stating a fact based on what has realistically occured.

A forthcoming section ("Suggestions For Creating Humanistic Rapport") will include additional tips on verbal + nonverbal communication as applied to humanistic interviewing.

Specific Purpose: In Order To Solve Some Purpose

An interview is a two-way conversation with a specific purpose and not just a social conversation - many times lacking a purpose!

Relationships

	Social	Interview
1-	A two-way conversation may be initiated by either person for various reasons - common experience, companionship, etc. . .	The interviewer initiates the interview for the sole purpose of providing, receiving, influencing and/or motivating information.
2-	Usually, in social relationships the participants have some similar points of interests-backgrounds-historical, class; political interests, occupations, etc.	The interviewer and participant have no common pts. of interests and if they do, it is because of coinsidence rather than actuality.
3-	Such a conversation must have the cooperation of both individuals participating on an equal plane of reality.	Such a conversation many times does not have the cooperation of the participant and not relating on equal planes of reality.
4-	Roles are designated by social norms. ie: mother, father, TV repairman.	Roles are designed by the interviewer in an environment most familiar with the interviewer and less familiar for the participant. ie: therapy roles
5-	Gossip; exchanging jokes, stories+ideas, and other forms of communication are directed and guided by both parties.	The interviewer guides and many times directs the interview.
6-	How long a social relationship lasts depends on the participants and can not be predicted nor encouraged.	How long an interview relationship lasts depends on when the task or goal is completed. Many times the time for ending a relationship can be predicted and is definitely encouraged.

Most interviews have basically three characteristics:

1. A clearly defind objective (purpose).
2. Some plan as to achieving these objectives.
3. A humanistic rapport between the interviewer and the participant.

Chapter Three. The Purpose Of Interviews

- The Four Types Of Interviews
- The Purpose Of Questions
- Types Of Questions
- The Interview And The Questionnaire
- An Advance Summary

As I wrote earlier, an interview is a two-way conversation with a specific purpose. Just to list all the reasons people utalize interviews would result in writing a book of purposes. An interview is an "exchange of information" tool that can have basically four general purposes depending on what type of information you want to know. Thus, an interviewer may want to provide, receive, influence, and/or motivate the participant.

Probably when you were reading such words as "provide," "receive," "influence," and "motivate," such thoughts as "cold words," "mechanistic," and "cut-and-dry" might have been running through your mind. There is more to interviewing than just an "exchange of information." Communication, meaning, and "Rich" are all part of the interviewing process too. So why the "cold" words? To proove two points:

Point #1. Words without feeling have no meaning.
Point #2. Do not assume that this author is an authority because "I" am not playing that role - facilitator yes; authority - no.

Providing and receiving information does not only mean the transfer of information from interviewer to participant and vise versa. The human side of the transfer of information can be interpreted as furnishing insight, growth, and furthering understanding. Many interviewers influence to such a degree as for the interviewer to control the participant/audience, and motivate to a lesser degree as to discourage questioning. However, the humanistic interviewer wishes to influence in such a way as to promote further growth for himself as well as the participant. Motivation is encouraged and hopefully used to produce some form of action upon the participant-asking questions. Participant questioning is viewed as basic element for a healthy growing interview atmosphere to evolve.

Interviews, based on the previous purposes, is a handy tool for researchers, employers, or average citizens to use. Another tool closely related to interviews are questionnaires.

Knowing the purpose of interviews can be of great help in generalizing among the various tools of exchanging information (observation, surveys, etc.). However, when discriminating occurs, knowing the purpose may not be helpful. Furnishing insight, growth, and furthering understanding are also reasons for using questionnaires. The next step when discriminating interviews and questionnaires is to ask "When are interviews and questionnaires necessary?"

The Four Types Of Interviews

Probably, your first reaction when reading this heading is "Only four types of interviews?" Of course there are more because the degree by which the interviewer and participant are interacting are numerous. What produces an interview typography is the interaction between the interviewer and the participant upon a series of variables within the context of the interview. These variables add originality to each and every interview. The context of the interview is the typology. Thus, all interviews consist of some exchange of information by which the interviewer wishes to influence and motivate the participant/audience. There are basically four types of interviews - all of which exchange information:

1. Information-Gathering Interviews (Investigation, Fact-Finding):
   Examples: Research, personnel, journalistic, medical, and social service interviews; police interrogation interviews.
   Objective: To receive information from the other person.
   Plan: Present a questionnaire to the participant by use of verbal communication.
   Rapport: Be yourself.
2. Information-Giving Interviews (Persuasion, Fact-Giving):
   Examples: College orientation and guidance interviews; class

lectures, advisory boards; advocacy interviews.

Objective: To provide information to the other person and then try to motivate and influence him.

Plan: To provide a check-list of already prepared answers.

Rapport: Be yourself.

3. Problem-Solving Interviews (Treatment, Problem Solving Encounters, the Helping Relationship)

Examples: Counseling, therapy.

Objective: To receive, provide, influence and motivate information to the other person.

Plan: Based on one or more personality theory(ies).

Rapport: Based on one or more personality theory(ies) role(s) (ie: Freudian, Behaviorist, Rogerian, etc.).

4. Demonstrative Interviews (TV Talk Shows):

Examples: Radio and TV.

Objective: To receive and provide information before an audience in a "show off" or "displayed" manner.

Plan: Based on a script.

Rapport: Act, role, or be yourself.

The Purpose Of Questions

1. To quantify <u>facts</u>.

Example: "Does any member of your household receive medicade? ___yes ___no."

2. To deduce <u>opinion</u> (attitude) or <u>knowledge</u>.

Example: "In what ways do you believe medicade is being abused by the medical professionals?"

Type Of Questions

1. Open Question - the interviewer provides the participant with no cues (information) on how to respond.
   Example: "Who is the father of psychoanalysis?"
2. Closed Question - the participant is forced to choose an answer (ie: rank, multiple choice).
   Example: "Who is the father of psychoanalysis?"
   1. S.Freud 2. J. Ford 3. P. Smith 4. A. Neil
3. Probing - this is a way of receiving additional information because of either unclear or incomplete statements from the participant.
   Example: "Can you explain a little more."

The Interview And The Questionnaire

An interview and a questionnaire can either be considered separate data gathering methods or one, an extension of the other. The basic difference between an interview and a questionnaire is _____.

in an interview, the questions are asked orally while in a questionnaire, the participant reads each question. As for their formats, there are no differences.

When is an interview necessary:

1. When, you as the interviewer, need immediate information in a completed format.

   During an interview session, you will receive all the answers to your questions. However, in a questionnaire, participants frequently do not complete all of the information that is requested.
2. When you want to receive as clear an interpretation to an answer as possible

   In an interview, you can receive additional feedback

(ie: nonverbal feedback). Also there is less of a chance that the participant is lying since there is a face-to-face relationship.

3. When you want to further explore each answer.
   In an interview, you can always ask the participant to explain further.

When is a questionnaire necessary?

1. When your interview-process is based on a low cost factor-
   - no need for physical facilities.
   - no training of interviewers required.
   - elimination of travel cost and travel time.
2. When anonymity is important.
   Remember, unless you are a psychiatrist or hold a therapeutic license, you will not have any therapy privileges of confidentiality: you are not covered by any law of confidentiality in the courts. So, do not "con" a participant or yourself - you can rumor!

An Advance Summary: Stages Of An Interview And The Questionnaire Process

Interview	Questionnaire
1. Know your environmental needs and problems.	
2. Understand the dimensions of step no. 1.	
3. Identify your own biases and prejudices.	
4. Be familiar with the project.	
5. Read this book.	
6. Know what produces tensions.	
7. Select a sample.	
8. Select a place for the interview.	8. Select an approach to how the questionnaire will be distributed.
9. Prepare the interviewing room.	9. Write a questionnaire.

10. Develope an Interview Guide Package.
11. Data gathering before an interview.
12. The Interview.
13. Compiling the data.
14. Analyzing the data.
15. Writing the results.

10. Data gathering before an interview.
11. Distribute the questionnaire.
12. Compiling the data.
13. Analyzing the data.
14. Writing the results.

Chapter Four. Creating The Interviewing Session Climate

- Suggestions For Creating A Humanistic Rapport
- The Interviewing Session

To produce a humanistic climate both interviewer and participant must accept and utalize the basic principles of humanistic psychology and human relations. Of course this book will not include all of the concepts and principles because that would not be humanistic and humanistically possible. By providing you with a taste of humanistic beliefs, you might want to read other works by other Humanisticists. Remember, this chapter is centered on my beliefs based on my experiences and does not represent the totality of humanistic beliefs in the specific or in the general. Here are some of my personal principles that I have found most helpful.

1. All of the following suggestions are part of an ongoing process and should not be used to solve a specific problem, relationship conflict, or for the sake of using these suggestions.

2. Misuse of the following suggestions can create side-effects.

Suggestions	Misuse
Be empathetic	Appear Sympathetic
Listen	Not Caring; Daydreaming
Be Authentic-Genuineness	Bad Personality
Reflect	Volleying Questions
Respect	Overemotional
Be Concrete	Too Fussy
Be Open	Gossip
Self-Esteme	Bosting
Trust	Gossip
Warmth	Too Emotional
Relax	Too Calm

3. How much of a humanistic quality you show (that is the degree of your humanistic quality) will depend on how much the participant will accept and relate to you (the interviewer). For example, if you self-disclosed and find out that the participant's response was the same (that is, provided you will feedback), then continue. However, if he did not respond or re-

sponded negatively - STOP. Remember to produce humanistic results, both interviewer and participant must show humanistic tendencies.

4. Use the following suggestions in the light of improving a relationship and/or transmitting information.

5. The constant use of these suggestions will produce a climate of deeper feelings and growth. However, if the situation does not depend on such growth and feelings, these suggestions should be used in moderation.

6. All of the above suggestions have two dimensions - the "self" and the "other." The "self" are all those personal qualities within your control while the "other" contains all those personal qualities by which you influence others.

7. As an interviewer, you should experience the positive attitudes (suggestions) toward the participant without feeling trapped by these feelings.

Suggestions For Creating Humanistic Rapport

1. Be Authentic - Genuine (or Be Yourself)

If you want to create a climate of trust and confidence, be fair and honest with yourself and the participant. Try to avoid a stereotype role - you will not impress him! People can perceive falseness and steriotype roles. By being real with other people, you will be able to do away with a facade that the participant will feel you are hiding behind.

Growth comes when you talk honestly about your (or other's) feelings.

2. Be Able to Respect Yourself And Others

Respect, is a process whereby the interviewer cares for his participant (or himself) and believes with him (or yourself), that he (or you) cares. When you listen and respond accurately, you are communicating with the sender - "I care

and want to understand what you are saying." Caring here is interpreted as a nonposessive quality; it is more of a concern for rather than an emotional quality.

3. Be Acceptive

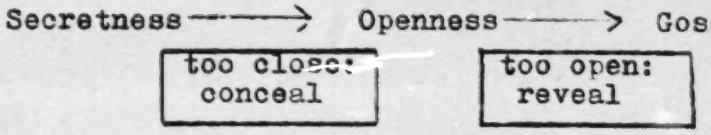
Try to accept a person for what he is and as he is, not by what he should be. Each person is a unique individual with qualities unlike any other person in this world. As an interviewer, it will be your job to accept these individual personal qualities. Close to the concept of acceptiveness, is another popular humanistic concept - self-actualization. Self-actualization is a need to strive for fulfillment. Being acceptive, as most humanistic concepts, have two dimensions: the self and the other. Both self-acceptance and other-acceptance will produce empathy and openness.

4. Be Concrete

Concreteness, is an ongoing process whereby the interviewer enables and encourages the participant to be as specific as possible about his feelings, beliefs, and experiences as he is relating to the interviewer. Try not to assume what others say because assumptions are dependent upon judgements. A humanistic interviewer as well as a humanistic participant should not judge one another since respect of oneself (and others) would be at stake.

5. Be Open (Reveal Never Conceal)

Openness does not mean telling everything to everybody. For example, discussing one's sex activities is not open for discussion since it involves your partner's respect for privacy.



To create one relationship by . . .

concealing oneself and not accepting others.	revealing oneself and accepting others.	betraying an individual and not accepting others.

Openness, is an on-going relationship in which one accepts themself in the light of others. An issue closely related to openness is the professional's attitude when answering personal questions or "Should a professional, such as an interviewer, answer personal questions?" The answer to such a question is not easy. Sure you want to reveal - but what? You can reveal what is important for the participant to know. "Remember, you are not the one being interviewed. Since any personal comment might lead to a positive or negative response to the participant's opinion(s), you will only add bias to the project. It is important for you to be courteous and explain why you can not answer the question - remember, people are sensitive!" Quotes surround the last passage because this is a typical response that a Behaviorist or Experimentalist might make. If you like the above passage, I suggest that you read some Behavioristic books. As a Humanistic Interviewer, you should not be concerned with bias. People change beliefs if it corresponds with their total belief system. A rational person does not change his way of thinking because another's beliefs are different. If you can produce an atmosphere of openness, authenticity, and acceptiveness, then what you say or do will be respected, but not encouraged or expected to be acted upon.

6. Be Trustful

Trustworthiness means being real. Whatever attitude

or feeling you are now experiencing must be matched by your awareness of that attitude or feeling. Remember, distrust can reduce information shared.

7. Be Warm

By having a warm interest without any emotional over-involvement, you will be producing an atmosphere whereby trust can be established. But most important, try to be nonpossessive.

8. Be Empathetic

Empathy, is an on-going process whereby the interviewer is imaginatively able to place himself in the other person's role and/or situation in order to fully understand and be sensitive to another's feelings, attitudes, logic, etc. in a given situation. To be empathetic is to be able to feel with the other person. Many interviewers confuse empathy with sympathy (the ability to feel for the other person). Not only does the interviewer see the way the participant sees, but lets him know what he sees - feedback.

9. Listen To Yourself And Others

Many interviewers do all the talking and receive little if any feedback. So, before you greet your participant, talk and listen to yourself; get everything off your mind. The most important reminder is to provide the participant with your full attention: he has much to say so be silent. Try not to be embarrased by silence - understand the meanings and observe what the person is doing. Try not to fill in gaps with unnecessary questions or comments (you might appear impatient and rediculous). Here are some tips to help you to listen more effectively:

a. Before you speak, organize your thoughts.

b. When speaking, try not to include too many thoughts in one sentence.

c. Answer when you have to and try not to interupt the participant by constantly saying "yes." Instead, nod your

answer (use nonverbal feedback).

d. Relate what you say to the previous statement - build onto your conversation.

e. Provide your upmost attention - it is not easy, but at least be aware.

f. Listen to the total (verbal and nonverbal communication) message, and not just to detail.

g. Keep the conversation alive and try not to be afraid of silence.

h. Try not to criticize the speaker since this will encourage judgement on your part, and discourage honest replies on his part.

10. Reflect

Whenever you are in doubt about what the participant had just said, repeat his statement in your own words. Interpreting the right information is important, however, do not reflect too often or you might appear just volleying questions. Remember, you are not a parrot - so do not minic the participant's statements. Always repeat statements in your own words. Also, reflect in terms of statements and never in terms of questions. Here are some statements that you might want to use when initiating a reflection:

"You feel ..."
"You think ..."
"It seems to you that ..."

Later, these phrases may be dropped but for now practice using these statements. Reflection sounds easy but it is not - so try not to be discouraged - it tackes practice.

11. Relax

When you relax, so will your participant. Try not to tap your foot, your pencil, etc. Also watch your posture - try not to be "stiff," and/or "extremely relaxed." Speak in a moderate tone; do not shout, but try not to whisper!

12. Be Observant

You should notice -

(Nonverbal Cues): body tensions, flushing, excitability;
cloths, briefcase, hat;
posture, gestures;
arm, leg, and hand movements;
forgetful passages, silence;

(Verbal Cues): words and phrases that have common meaning, doubletalk;
overtalking;
lecturing;
snap judgement;
what is said and unsaid;
how well the interviewer grasps the meaning to your questions;
inconsistencies, slips;
recurrent ideas, themes, and references;
open and closed statements (sentences);
sudden shifts in the conversation, gaps in answers.

13. Watch For Your Own Expressions

If you seem bored, so will your participant. You should not only observe your participant, but also observe your own behavior. Remember, be yourself - be at ease.

14. Ask One Question At A Time

Remember, each question is important and significant. When asking two or three questions simultaneously, you will be confusing the participant.

15. How To Keep The Participant Talking (Verbal):

a. "Um-humm," "hh-huh," "good," "I see," "that's it," "yes."
b. Provide praise, encouragement, supporting comments.
c. Clarify statements (reflect).
d. Use neutral phrase (probes) - for more information on probing, see the following suggestion - "Probes."

16. Probes

A probe is no more than shaping an answer. There are basically two kinds of probes:

- clarification probe
- exploratory probe

A probe is used when -

- words have one or more meanings (clarification probe), when
- phrases seem meaningless (clarification probe), and
- to provide additional information (exploratory probe).

An exploritory (completion) probe is used to provide additional detail to an answer which is too general. Some suggested exploritory probes are:

"Anything else"
"Is there anything else"
"What else occurs to you"
"Could you tell me more about _____"
"Tell me more about that"
"What do you have in mind there"
"What else can you think of"
"Does anything else come to your mind"
"Are there any other _____(reason, items)"
"How did that happen to come about"
"Why do you feel that is so"
"Why do you feel that way"
"What do you think causes that"

A clarity probe is used to explain an unclear response. Some suggested clarity probes are:

"I am not sure I understand you"
"I don't quite see what you mean"
"Can you explain a little more"
"Can you explain that a little more"

"Could you give me an example of _____"
"Why is that"
"In what way"
"What do you mean by that"
"What would be an example of that"
"Could you explain what you mean by _____"
"How do you mean _____"
"In what way"

Some Tips On Using Probes:

- use unbiased phrases - never convey a negative or positive opinion
- state a probe in terms of a statement rather than a question.

17. How To Keep The Interviewer Talking (Nonverbal):

Smiles
Nods
Show of Friendliness and Enthusiasm
Provide Attention
Silence

18. A Reluctant Talker

If the participant is reluctant to talk, be sincere and explain why he should respond to your questions, and the importance of his cooperation. Find out why he is not responding - the reason might be a reaction to your behavior (annoying and disturbing behavior that you might not be aware of). If your sincere intent does not work, just drop the interview as politely as possible. Also thank him for his interest in your project even though his interest has diminished.

The Interview Session

1. Set the room the way you want prior to the participant's entrance.

•Never show the participant that you are disorganized - it may reflect upon the whole outcome of the interview.

2. When greeting the participant, shake hands, refer to a formal approach ("Mr.", "Mrs.", "Miss", "Ms.") and point to a chair.

•By shaking hands, you are nonverbally accepting the participant's presence and welcoming it!

•True, first names do promote informality, warmth, and tension reduction, but it may not warrent the situation. There will be many instances where formality must override informality. By starting out formal, you can always turn the interview climate to informal, but this does not work if you start informal and try to change the climate to formal. Confussion will occur and possibly a development of a lack of trust. Also many people feel uneasy if a stranger greets them by their first name. Always ask the participant if you can call him by his first name. Also when using first names, it might help if the participant can call you by your first name. Try to imagine yourself interviewing a person by his first name and he calling you "Mr.". There appears to be a phony image when both interviewer and participant can not share the same level of communication.

•By pointing to a chair or showing where he can hang his coat is providing some direction to the interview. <u>You</u> are in control, so <u>be</u> in control!

3. Small talk is overrated.

Many interviewers believe in small talk:

"How are you?"
"Nice day?"
"What is your hobby?"

Small talk is nice but <u>not</u> very creative. It can also lead to tension. Just imagine yourself in the participant's position (reflect). Here you are, in some office or home ready to be questioned; you are curious, but the interviewer is delaying the interview - why? Maybe something terrible is going to happen? Instead of small talk - get to the interview; do not waste time! Here are some

starting lines (only for suggestion):

•tell the participant why he has been selected.

•tell the participant what agency is doing this study.

•why? - make the main purpose of the interview clear!

•tell the participant that what he says is confidential, but do not emphasize this point. Instead of small talk, get the facts straight!

4. The participant is human, and should be treated with respect and as as individual of uniqueness.

The interviewer should introduce himself and state the purpose of the interview. I was once interviewed for an hour without ever knowing my interviewer's name It sounds rediculous but it happens. It would be a good idea to state your name and purpose because sooner or later, the participant will ask for it. There was a time when I was an undergraduate in college and volunteered to participate in a research study. Not knowing the nature of the project, I found out later that I was in the wrong room volunteering for the wrong project. As a result, I developed a list of safeguards for interviewers to follow:

a. When greeting the participant, state your name.

b. At the start of the interview session, state the purpose of the interview - even if it is obvious! For example in a job interview, make sure you have the right person to be interviewed.

c. Interview each participant alone. By grouping the participants, you will be treating them as objects rather than unique individuals of worth. Each person has a right to confidentiality and this could not be maintained in a group.

d. After stating the purpose, you should receive feedback to see if the participant is still interested in being interviewed. I remember one time a person being interviewed lost so much interest after he had heard the purpose that his answers were bland.

e. If the person does not want to be interviewed, then thank him for his patience and end the interview. Never make a person do something he is not interested in.

f. Make sure that the participant's remarks are kept confidential. Showing is believing.

All of these safeguards are more than just interviewer courtesy trends. They should help the participant feel wanted and appreciated. If anything else, they will help provide dignity and importance to what you are doing.

5. The interviewer should allow opportunities to make the participant feel that his answers are important - Nonsense!

A big mistake interviewers make is to stress so much importance on making the participant realize that his answers are important, that the interviewer does not realize this is the very thing participants dislike. A Behaviorist might spend time developing the participant's attitude toward their answers, because it will be their answers that the interviewer will be measuring. However, the Humanistic Interviewer believes that the person as a whole is more important than what he replies. If you treat a person of worth with warmth, empathy, and respect, then that person indirectly will think more highly in himself as well as his answers. By putting the emphasis soley on answers, the participant might feel that the interviewer is more interested in what he says rather than what he feels. As a participant I constantly experienced this trend of saying just "the right thing" rather than what I really felt.

Behavioristic Interviewer: Treat the participant as an object, since it is his answers that will be the interviewers tool.

Humanistic Interviewer: Treat the participant as a person of worth, since it is his total self that will be the interviewer's tool.

6. The interviewer should have a neutral appearance - Nonsense!

There is no doubt that one's appearance is important and that it contributes to the participant's impression of you. However, dressing in the style of the participant or dressing in a dull fashion is plain down ridiculous, since both you and the participant have entirely different roles. As an interviewer, you have an obligation to be sincere and honest with your feelings as you would want the participant to be with his feelings. Most participants know in advance as to who they are dealing with, what organization is sponsoring the interview, and having some idea of what to expect in terms of interviewer appearance. An interviewer should appear as himself so to provide the participant with feedback as to the interviewer's personality. However, the interviewer should always be aware of who he is interviewing so not to antagonize that person's beliefs with unnecessary amunition. An interviewer should dress the way he always dresses and never apologize for his appearance. In preparation for interviewing some "hardhats", I decided to trim my lengthly hair rather than cut it. My interview partner paniced and cut his hair short. When the session started, to my surprise I established a better rapport than my partner. As one "hardhat" said after the meeting,"does your partner always wear his hair that short. I have to wear my hair short because of my helmet." What my partner did was to treat the participants as objects rather than as people of worth. In this case, the participants did not object to the long hair but really objected to what hippies stood for - dirty, lazy, freedom appearance, etc... Whether right or wrong, this was how they felt. Also by coming as a long-haired (down to elbows rather down to midneck) pierced ear dirty individual, I would only antagonize their belief system. If I was a hippy appearance person true blue I would probably not have interviewed these people since my

belief system would definitely antagonize these people.

Another area closely related to appearance is your speech. An interviewer should speak at the level which represents a compromise of that individual and you, rather than a group of individuals. Speech, is a communication network that is hard to simlify. As an interviewer, you should not try to talk above or below the level of speech of your participant. Rather than talking to your participant, why try talking with him. Since speech is a conscious action, people are most aware of your speech patterns. Try to avoid phonyness and a vocabulary that would be hard for the participant to comprehend. Also remember that perfect speech is poor speech. Speech is a way to communicate and in the English language, the pronunciation of each sylable of every word is not communicating. Most people have sloppy and slany speech and as an interviewer, you must be able to communicate with an individual. Many textbooks write that interviewers should control their speech, and pronunciate in the style that the participants, as a group, speak. As an interviewer, you should never control your speech since you most likely will spend too much time hearing what you say rather than what the participant has said. Relate and be yourself with moderation. As far as being "one of the gang" well forget it because you are not. When you are interviewing, you are not part of the group. By treating each person as an individual of worth, you will be able to communicate with that person. By treating people as objects or as a mob you will only look ridiculous since the participents know you are faking.

7. Avoid Writing -

Nonsense - Most likely, you have not been taught how to observe without writing. Let's face it, you are not a Park Avenue analyst with a cassett player. You are You - a citizen, a peer! So write!

Try not to be afraid to use reminder tools such as guidesheets and checklists - they can be of enormous help. Remember, whenever using any form of tape recording, including cassetts, you must inform the participant of its

presence! Failing to do so can create legal problems. If you still want to use tapes, provide the participant with a choice (explain why you want it). If still reluctant, do not use tapes.

8. Present questions in a professional manner

. use visual media to stress a point (slides, pictures, etc.).

. sit directly facing the participant. Eye-to-eye contact is important for verbal and nonverbal and nonverbal communication.

. talk to the participant on his level; try not to impress him with big words (he might have a larger vocabulary than you).

. avoid drilling or cross-examination. Try to make the interview as pleasant as possible.

. avoid asking questions which lead to a "yes" or a "no;" you will not receive much feedback.

. ask one question at a time.

. ask all questions exactly as they appear and use probes only when directed to the Interview Data Guide (questionnaire). This will add to the flow of conversation (you will be familiar with practice) and provide a natural flavor.

. each question on the questionnaire must be asked in order for the interviewer to receive all necessary information.

. stick to the subject; do not sidetrack (remember: a conversation with a purpose).

9. Respond to questions in a professional manner

. be nonjudgemental.

. reflect when you need to.

. allow sufficient time for the participant to respond to your question.

. do not overtalk.

. do not give advice.

. get the full meaning of each response - never guess or assume you have a correct interpretation: reflect

when, and only when, in doubt.

. get all the facts - doublecheck!

10. When to close an interview?

Whenever you have completed your objectives; setting a time limit is no way of handling the closure: You are assuming that you will finish on or before your time is up! Some finishing notes -

. End in a positive tone: a follow-up might be necessary and you might have to contact this person again.

. Summarize your points and contribute your own impressions.

. Find out how he liked the interview - any comments might help you in future interviews.

. Tell the participant how he can find out the results of the project.

. Thank him!

11. Edit the interview after the participant has left (while the interview is still fresh in your mind).

. Make sure that your handwriting is clear, and readable.

. Make sure that your participant's remarks are his remarks: re-exam your biases and prejudices.

Chapter Five. The Interview Plan

- Data Gathering Prior To The Interview Session
- Developing The Interview Questions And Writing The Questionnaire
- Advance Preparation
- Ending The Interview Process

Data Gathering Prior To The Interview Session

Two Reminders:

1. You should try to have all data gathering information (such as Autobiographies, Personal Data Blanks, and Questionnaires) completed in advance. With this additional information at your disposal, you will be allowing yourself enough time to review the participant's file prior to the initial interviewing sessions.
2. Whenever mailing any materials which you expect the participant to reply (such as questionnaires), make sure you include a self-addressed-stamped envelope. Research studies have indicated a larger return percentage utilized by this method than just relying on each individual to prepare the postage-handling returns.

Autobiography: this type of data gathering can be most useful in an interview. Basically there are two types of autobiographies:

1. Free Response Autobiography, and
2. Topical Autobiography

In a free response autobiography, the participant writes about a wide range of experiences covering a long time span (ie: an autobiography of your life). A topical autobiography, deals with a specific time interval and experience requested by the interviewer (ie: an autobiography of your summer camp experiences).

Personal Data Blank: this type of data gathering contains statement fill-ins to be completed by the participant. Some of the information covered by a personal data blank might include identification, home and family background, academic-vocational background and interest, and medical history.

Questionnaire: just a reminder - a questionnaire can be used prior to the interview session.

Developing The Interview Questions And Writing The Questionnaire

Topic: A Letter of Introduction

A letter of introduction sent to each participant should include such information as to the purpose of the project (who, what, where, when).

1. The first sentence(s) should contain the purpose of the interview (or questionnaire), why and how he had been selected, a description of the agency responsible for the project and where (a map) the interview will be located. A map should only appear in an interview; questionnaires-include a stamped-self addressed envelope.
2. Emphasize that the interview (questionnaire)is confidential.
3. By noting a date of return, the reader will know that a response is expected during a set interim.
4. Make the reader sure that his involvement is important, and where he can obtain the results of the study.
5. Whenever it is possible, have an authoritive or peer worker assigned as project directer.
6. By having people of importance (or popular) sign their names to the letter the reader will know that the interview (questionnaire) is of some importance.
7. Make the letter as short as possible. Reading an extremely long letter will bore the reader to the point that he will not respond to the letter.
8. To stress importance, the letters should be addressed to each participant. This will enhance the interview (questionnaire) and also, the reader will be impressed that you took the time and the effort.

Topic: The Four Basic Parts of The Questionnaire:

1. Directions: The purpose of the direction is to provide the reader with a short summary of what the project is all about. Even though the letter of introduction is designed for this purpose, there is no way that the researcher will know if the participant actually read it. The

outline should read as follows:

- Emphasize the anonymity of the survey
- Emphasize that all questions must be answered
- Emphasize "our" interest in his/her opinions

2. Suject Information: Usually, the first four or six question should concern the participant in relation to the project. When the questionnaires are collected it will be the subject information that will represent the backgrounds of each participant. Even though this section is called "Subject Information," try not to confuse this word "subject" with it's Behavioristic counterpart - the noun "subject." The basic difference lies in their application. "Subject information" refers to the whole individual's characteristics as applied to the questionnaire inquiry. "Subject", in the Behavioral context, refers to part of the individual's characteristics applied as an object of inquiry.

3. Basic Questions: These are the questions of purpose (what the researcher is mainly interested in). These questions consists of the reason for the project in the first place. It is important for the participant to answer all questions in this section for the protocol to be considered. Incomplete and/or unanswered responses can only add confussion when quantification and/or analysis occurs.

4. Suggesions: (commonly called comments). Try to include suggestions whenever possible. Many times the comments could be helpful in personalizing the data and suggesting new ideas. Comments from incomplete questionnaires can not be grouped with the completed questionnaires. However they can still be used! New and challenging comments, improvements, etc. are always valuable.

Topic: Basic Guidelines For Developing The Interview And Writing The Questionnaire

1. Always make the interview confidential and the questionnaire

anonymous:

this will diminish the participant's fear of retaliation. Since an interview is a confidential conversation, effort should be made to protect the participant's right for privacy. Seeing is believing - make sure you have a "security" plan in operation prior to the interview process.

2. Always make the interview and questionnaire as short as possible:

a long interview and questionnaire will bore the participant. Whenever writing an interview - questionnaire, always make sure that the inquiry or hypothesis consists of as few objectives (or themes) as possible: An interview is a conversation with a specific purpose.

3. Always make the questions of an interview and questionnaire as simple as possible:

confusion will only tire the participant and turn him off to the interview and/or questionnaire. Save Energy! Also confusion can lead the participant in perceiving a question in the wrong frame of reference and can also create a situation of perceiving the question as tricky, hidden, and containing highly revealing inner meaning only to answer in haste.

4. Always make sure that the data is quantifiable:

interviews and questionnaires quite often deal with numbers. So make sure that these numbers represent some form of logic as to why you need this data for the judgement process.

5. Always state the title as "Interview" or "Questionnaire" and never as "Evaluation":

an evaluation is only one aspect of the research process based on the data from the interview or questionnaire. It will be your (or the interviewers as a team) judgement and the needs of the participants

to add to the research data in order to "humanize" the data.

interviewer's judgements
|
research data + humanizing the research data = Evaluation
|
the needs of the participant

6. Always utilize various logical formats for writing questions:

   make the interview or questionnaire as interesting and pleasant to take. Never make the interview or questionnaire boring by just using one format.

7. Whenever possible utilize various media in presenting information:

   slides, card, and tape might add originality and flavor to the interview and/or questionnaire.

8. Always contain the four basic parts of an interview-questionnaire (Direction, Subject Information, Basic Questions, and Suggestions):

   like any form of speaking or writing, there is an organization of thought. Never waste the participant's time by throwing them trash. Take pride in your work!

9. Never use the word "subject" when speaking or when writing either the interview-questionnaire or in reporting the results:

   this word is too formalized and threatening to use. In research, you should produce a non-threatening atmosphere - words such as "student," "participant," and "worker" are much more relaxing to utilize.

10. Make sure that the presentation (presenting the results) corresponds to the interview-questionnaire format:

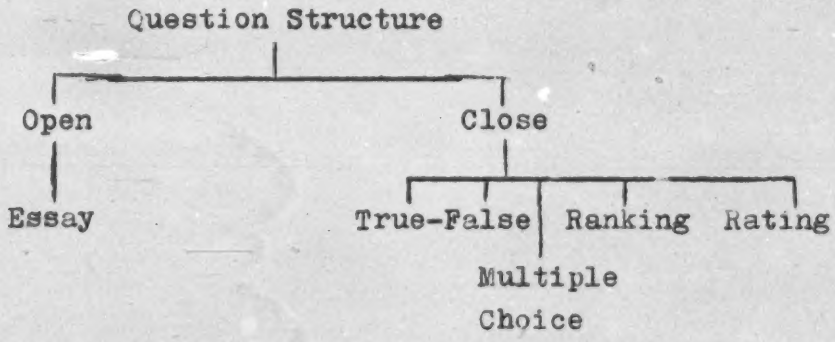
    never write an interview-questionnaire without first thinking of a definite (not possible) presentation design.

    Pre-Planning Is The Key For A Successful Interview - Questionnaire Design.

Topic: Selecting a Question Structure

When writing a question, you should always try to stress upon the most appropriate question structure for your replies. Such criteria as a "good" question structure or a "poor" question structure should be replaced by "appropriate" and "inappropriate" structure. It will be your decission, to be sensitive to the various types of question items so as to select the most appropriate question structure. There are 5 general rules in narrowing a question structure:

1. Do you need an open-end or closed-end question? An open-end question will lead the participant to choose his own response, while a close-end question will lead the researcher to narrowing the reader's responses by offering alternative answers. Thus True-False items, Multiple Choice items, Rating items, and Ranking items provide the reader with direction and alternatives in choosing his answer. Essay items provide no forced selection of responses.



The difficulty with an open-end response is that it can not be quantified or put in some order.

2. How much feedback do you need? A major reason for selecting a specific structure is based upon the quantity of information one needs. For example, true-false items provide few feedback options - it is either true or false, right or wrong, black or white, etc. However, to answer a question such as "Are you an American Citizen?", is appropriate since the participant's information fits this type of structure.

3. Make sure the question structure reflects the gestalt (wholeness) of the questionnaire and/or interview. A question structure might appear awkward because it does not reflect the style of the questionnaire. Originality is great, but it also must be warrented:

Never use a question structure to provid variation and originality within the total questionnaire-interview style format.

Variety should be considered in the totality of all questions and originality should appear in the content of the questions.

4. You should understand the construction question items in relation to their uses as well as abuses.

5. Whenever in doubt, you can seek consultants from:

a. University-College setting: professors from the Depts. of Education, Sociology, ans Psychology.
b. Library: books on research, questionnaire, and interviewing designs.
c. Community Agencies
d. Guidance Counselors in the school system.

Topic: Question Construction

Question Construction is an essential part of the interview process. You should always keep in mind who you are interviewing. Try to avoid the obvious replies to rediculous questions. For example, "When working on your last job did you get along with the employees?" If the person wants the job, he will say "yes." However, if you asked him, "How was the quality of employer-employee relations," you probably will get an honest reply since the question was nonthreatening. Here are some basic reminders to follow:

1. Construct the questions in the language of the employee.
2. Ask non-threatening questions at the start of the interview.
3. Avoid asking questions with replies of "yes" and "no."
4. Ask questions with a purpose

It is important for you to understand the various question constructions in order for you to sellect the most appropriate for your questionnaire. The following question constructions that will be listed are: True-False, Multiple-Choice, Ranking, Rating, and Essay items.

1. True-False Items (Yes - No Response Item)

Examples:
- Sex: ___ Male ___ Female
- Are you an American citizen? ___yes ___ no

Description: Participants are required to answer in the affirmative or in the negative (or any other duel combination) to a question based on opinion or on fact (subject or instruction information).

Uses: When using true-false items the researcher is mainly interested in the participant identifying non-controversial information. True-false items are used widely in the Subject Information part of the questionnaire.

Difficulties:
- a small amount of feedback.
- not all information is "black and white."
- there might be a specific term or punctuation constructed unintentionally within the question to shape the participant's answer. In the question "Was Washington D.C. named after G. Washington? _t _f," it is obvious that the answer is true since the name "Washington" appeared twice. However, if the question read "Was Washington D.C. named after our first President?", the response would not have been so obvious.

Addition Comment: Most frequently a third category response would be constructed so to provide the participant with a neutral response. "Not sure, and Don't know" are most frequently used. "Is a retarded child always retarded? _yes _no _not sure."

2. Multiple Choice Item (Checking)

Example:

- The first U.S. President was
  1. ___ Thomas Jefferson
  2. ___ George Washington
  3. ___ John Adams
- The United Nations is in
  ___ New York City ___ San Fransisco ___Boston
  ___ Chicago
- How many hrs. per week do you spend on your homework?

1	2	3	4
0-3hrs.	4-6hrs	7-9hrs.	10-12hrs.

Description: Participants are provided with an already constructed list of adjectives or statements (just a few words) to check expressing their opinion.

Uses: When using multiple-choice items, the researcher is interested in having the participant identify the already created response and not interested in the participant creating a response.

Difficulties:
- Quite often the researcher unintentionally might forget to include an additional opinion; therefore, the question might not include all possible responses.
- Also the choices might be quite irrelevant to the actual question thus forcing the participant to choose a response not of his liking, but closest to his view.
- It is important for the researcher to make sure that the items are mutually exclusive (that is, each item fall in no overlapping categories). ex: (1) 0-1hrs. (2) 1-2hrs. "1" is not mutually exclusive since it falls into catagories (#1, #2).

Additional Comment: It has been most effective to add a blank choice to allow the participant to write in a choice of his own. This will provide the participant with the freedom and courtesy to express his views completely and provide you with a more concrete (feedback) response.

3. Ranking Item

Example:

- Rank in terms from highest to lowest in terms of their effectiveness in the winter climate:

___ mittens
___ coat
___ shoes
___ clothing
___ hat

Description: Participants are required to select some sequential order in classifying the given data (choices).

Uses: When using ranking items, the researcher is mainly interested in the participant using some order pattern in classifying the data.

Difficulties:
- When using controversial issues, there may not be any "right" or "wrong" answers: your opinion may be as good as the next man's opinion.
- When scoring this type of item, there might be difficulty and some scoring code is usually required.

4. Rating Item

Example: How do you rate the amount of reading required in this adult education course?

1	2	3	4	5	6
strongly dislike				like very strongly	

Description: Participants are required to select an opinion closely related to their views based on the already selected criteria.

Uses: When using rating items, the researcher is mainly interested in the participant using the rating scale to express his views.

Difficulties:
- When rating the choices, the researcher should provide an indication to what the end numbers are supposed to represent.
- The scale should consist of numbers between 1 and 4, 5, or 7.

Additional Comment: Other identification categories include "definitely no - definitely yes", and "very negative - very positive." Most participants have a tendency to choose the center item when having three choices. By having a number between 4 to 7, the researcher will avoid this type of "rut" reaction: the participant will be forced to make an extreme choice. The researcher should be consistant and use one of the three rating styles, not all.

5. Essay Item

Examples:
- Any additional Comments?
- Do you have any further statements?

Description: Participants are required to answer the question or statement in any style without any constraints from the researcher. Essay items appear in the suggestions (or Comments) portion of the questionnaire.

Uses: When using essay items, the researcher is mainly interested in the participant feeling free to respond in any format to receive additional feedback.

Difficulties: - Since it requires a long time period to respond to an essay question or statement, essays should be used parsimoniously.
- Usually essays can not be quantified.

Topic: The Trial Run

Before distributing the questionnaire, a trial run of the questionnaire - interview is in order. Select a sample similar to the sample-population that you will be using. Discuss and be open for suggestions on how to improve the questionnaire - interview: All instruments can be improved. However, try not to ask friends since their opinions might be biased based upon friendship rather than the instrument. Have some authority(ies) read the questionnaire (school counselors, community workers, social workers, psychologists, sociologists, business, and educational professionals at universities or living within your community).

Topic: Examples of Questionnaires

In the next few pages, you will be experiencing "appropriate" as well as "inappropriate" questionnaires. To aid you in developing your own concepts of "ap" and "inap" questionnaire formats, the author had devised two forms for your use: "The Questionnaire Guidesheet - Content" and "The Questionnaire Guidesheet - Style." These aids can be altered dependent upon your own personal concepts of questionnaire quality.

The Questionnaire Guidesheet:Content

Problem:(state the problem as how you see it)

Letter of Introduction:(check each item which appears in the letter)

1.purpose___
2.anonymous___
3.return data___
4.how to obtain the results___
5.peer project director signature___
6.other signatures___
7.shortness___
8.participant's name___

Questionnaire

Directions:

1.anonymous___
2.answer all questions___
3.state directions of how to answer questions___
4.state your interests in their opinions___

Subject Information:(list each type of statement)

1.
2.
3.
4.
5.
6.

Basic Information:(list each type of statement)

1.
2.
3.
4.
5.
6.
7.
8.
9.

Suggestions:(state purpose of this part in relation to the Basic Information Section)

The Questionnaire Guidesheet:Style

1.Is the questionnaire anonymous: yes___no___

2.Is the questionnaire as short as possible: yes___no___

3.Does each question have only one purpose: yes___no___

(You should double check the Questionnaire Guidesheet:Content's sections on Subject Information and Basic Information.)

4.Is the data quantifiable: yes___no___

5.Is the title of the questionnaire"Questionnaire": yes___no___

6.How many formats are included in the questionnaire:

yes-no answers___
fill-ins___
ranking___
multiple choice___
open-end___

7.Did you utilize any media in the presentation of information: yes___no___(ie:slides,cards,tapes,etc....)

8.Did you include the four basic parts of the questionnaire: yes___no___

9.Did you use such words as:

"subjects" yes___no___
"evaluations" yes___no___
"data" yes___no___
"experimentation" yes___no___

Date

Dear (first name): ,

In the interest of trying to improve our courses, the adult education department at _____ University is conducting a survey of student attitudes toward our courses. With your assistance, we will be able to collect information reflecting your opinions that will be of great value in counseling students during registration and in developing future courses. Enclosed is a brief anonymous questionnaire and a self-addressed, stamped envelope. Please return your reply by December 15. A written summary of the results will be made available to you upon the request to the adult education department chairman.

The success of this project depends upon your co-operation.

Sincerely,

Student, Project Director

Dr. A., Supervisor
Dr. C., Supervisor
Dr. E., Chairman

Questionnaire

Directions: This opinion survey is anonymous. Please answer as forthright as possible, and circle only one answer for each item. Let you opinions reflect your attitude toward the adult education courses you are taking this semester at _____ University.

1. Are you an adult education major or planning to be?

yes no

2. How many adult education courses are you taking this fall semester?

1 2 3 4 5

3. List code number of all adult education courses you are taking this semester.

_____ _____ _____ _____ _____ _____

4. Why are you taking courses in this department?

1. I wanted to take these courses.
2. They were the only courses available that fit my schedule.

5. How do you rate the amount of reading required in this adult education course?

1	2	3	4	5	6	7
strongly dislike					like very strongly	

6. How many hours on the average do you spend per week on this adult education course?

1	2	3	4	5
0-3hrs.	4-6hrs.	7-9hrs.	10-12hrs.	13 + hrs.

7. How do you rate the evaluation system in your adult education course?

1	2	3	4	5	6	7
strongly dislike					like very strongly	

8. How do you rate the evaluation system in your other adult education course?

1	2	3	4	5	6	7
strongly dislike					like very strongly	

9. How do you rate the quality of your professor?

1	2	3	4	5	6	7
extremely poor					extremely good	

10. How do you rate access to the professor in your course?

1	2	3	4	5	6	7
absolutely no contact					many opportunities for contact	

11. How do you rate this course overall as compared to all other courses you have taken in college at ____ University and elsewhere?

1	2	3	4	5	6	7
very much inferior					very much superior	

12. How likely would you be to recommend this course to a friend?

1	2	3	4	5	6	7
extremely unlikely					extremely likely	

13. Any comments?

The Questionnaire Guidesheet:Content

Problem:(state the problem as how you see it)

see lines 4 to 7 of Letter of Introduction

Letter of Introduction:(check each item which appears in the letter)

1. purpose ✓
2. anonymous ✓
3. return data ✓
4. how to obtain the results ✓
5. peer project director signature ✓
6. other signatures ✓
7. shortness ✓
8. participant's name ✓

Questionnaire

Directions:

1. anonymous ✓
2. answer all questions ✓
3. state directions of how to answer questions ✓
4. state your interests in their opinions ✓

Subject Information:(list each type of statement)

1. Adult Ed. major?
2. number of courses
3. code number
4.
5.
6.

Basic Information:(list each type of statement)

1. why take the course?
2. rate reading
3. number of hours spent
4. rate evaluation system
5. compar. rate evaluation system
6. rate professor
7. rate access of professor
8. rate course
9. recommend this course

Suggestions:(state purpose of this part in relation to the Basic Information Section)

to gather free additional information

The Questionnaire Guidesheet:Style

1.Is the questionnaire anonymous: yes ✓ no___

2.Is the questionnaire as short as possible: yes ✓ no___

3.Does each question have only one purpose: yes ✓ no___

(You should double check the Questionnaire Guidesheet:Content's sections on Subject Information and Basic Information.)

4.Is the data quantifiable: yes ✓ no___

5.Is the title of the questionnaire"Questionnaire": yes ✓ no___

6.How many formats are included in the questionnaire:

yes-no answers ✓
fill-ins ✓
ranking ✓
multiple choice___
open-end ✓

7.Did you utilize any media in the presentation of information:
yes___ no ✓ (ie:slides,cards,tapes,etc....)

8.Did you include the four basic parts of the questionnaire:
yes ✓ no___

9.Did you use such words as:

"subjects"	yes___	no ✓
"evaluations"	yes___	no ✓
"data"	yes___	no ✓
"experimentation"	yes___	no ✓

January 14,1976

Dear Students:

In the next few weeks the directors of the Division of Community Services and Continuing Education will be making many decisions about your program. It would appreciated if you would complete the two evaluation forms.

Sincerely,

Herman C. Turner
Director

Division of Community Service and Continuing Education

Teacher Evaluation:

Please answer each item frankly and truely. The results will give information on how you feel about the instructor and the course. Instructor's performance in the labs should be evaluated as part of the total. Indicate your evaluation by rating the teacher on each item.

A(excellent) B(good) C(poor) E(not relevant)

1. Do you favor continued evaluation by students? Yes/No
2. Ability to speak distincly. ____
3. Effectivtive use of visual aids ____
4. Ability to motivate students and gain attention readily. ____
5. Pace of presentation of material. ____
6. The instructor's ability to stimulate thought. ____
7. Instructor's ability to clarify material. ____
8. Genuine interest in students. ____
9. Providing for individual differences. ____
10. Fairness with dealing with students. ____
11. Availability for individual consultation. ____
12. The degree to which course lectures, outside readings, and papers complement each other. ____
13. Ability to plan and organize course effectively. ____
14. Interest and enthusiasm about teaching and subject matter. ____
15. Estimate as best you can how many times the instructor was absent during the course. ____
16. Knowledge of subject matter being taught. ____
17. Ability to make classroom work interesting. ____
18. Approximate homework time each week in the course. ____
19. Fairness of work load. ____
20. Fairness of teacher's grading system. ____
21. The fairness and comprehensiveness of exams and other evaluative tools. ____
22. Value of textbooks to the course. ____
23. Quality of textbooks used. ____
24. Value of othe materials in relation to course. ____

25. What grade do you expect to receive in the course ____
26. List the grade you think you deserve in the course. ____
27. Rate the teacher as he taught the course. ____
28. Rate this evaluation form. ____
29. Any other pertinent comments. ____

Teacher_____ Subject_____ Section_____

The Questionnaire Guidesheet:Content

Problem:(state the problem as how you see it)

Letter of Introduction:(check each item which appears in the letter)

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2.anonymous___
3.return data___
4.how to obtain the results___
5.peer project director signature___
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7.shortness___
8.participant's name___

Questionnaire

Directions:

1.anonymous___
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4.state your interests in their opinions___

Subject Information:(list each type of statement)

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6.

Basic Information:(list each type of statement)

1.
2.
3.
4.
5.
6.
7.
8.
9.

Suggestions:(state purpose of this part in relation to the Basic Information Section)

The Questionnaire Guidesheet:Style

1.Is the questionnaire anonymous: yes___no___

2.Is the questionnaire as short as possible: yes___no___

3.Does each question have only one purpose: yes___no___

(You should double check the Questionnaire Guidesheet:Content's sections on Subject Information and Basic Information.)

4.Is the data quantifiable: yes___no___

5.Is the title of the questionnaire"Questionnaire": yes___no___

6.How many formats are included in the questionnaire:

yes-no answers___
fill-ins___
ranking___
multiple choice___
open-end___

7.Did you utilize any media in the presentation of information: yes___no___(ie:slides,cards,tapes,etc....)

8.Did you include the four basic parts of the questionnaire: yes___no___

9.Did you use such words as:

"subjects" yes___no___
"evaluations" yes___no___
"data" yes___no___
"experimentation" yes___no___

Division of Community Service and Continuing Education

Evaluation Form:

Course Title_____

Instructor_____

Term_____

In indicating your evaluation of our course please use the following guide: A(excellent) B(good) C(fair) D(poor). Please answer each question frankly and honestly. It is not necessary to sign the form.

1). How would you rate the instructor's ability to plan and organize the course effectively? ____

2). How would you rate the instructor's knowledge of the subject matter? ____

3). How would you rate his/her enthusiasm in teaching? ____

4). How would you rate the instructor's interest in and availability to students? ____

5). What did you like about the course?

_____

_____

_____

6). What did you dislike about the course?

_____

_____

_____

7). In light of your experiece, what suggestions would you make for improving the program?

The Questionnaire Guidesheet:Content

Problem:(state the problem as how you see it)

Letter of Introduction:(check each item which appears in the letter)

1. purpose___
2. anonymous___
3. return data___
4. how to obtain the results___
5. peer project director signature___
6. other signatures___
7. shortness___
8. participant's name___

Questionnaire

Directions:

1. anonymous___
2. answer all questions___
3. state directions of how to answer questions___
4. state your interests in their opinions___

Subject Information:(list each type of statement)

1.
2.
3.
4.
5.
6.

Basic Information:(list each type of statement)

1.
2.
3.
4.
5.
6.
7.
8.
9.

Suggestions:(state purpose of this part in relation to the Basic Information Section)

The Questionnaire Guidesheet:Style

1.Is the questionnaire anonymous: yes___no___

2.Is the questionnaire as short as possible: yes___no___

3.Does each question have only one purpose: yes___no___.

(You should double check the Questionnaire Guidesheet:Content's sections on Subject Information and Basic Information.)

4.Is the data quantifiable: yes___no___

5.Is the title of the questionnaire"Questionnaire": yes___no___

6.How many formats are included in the questionnaire:

yes-no answers___
fill-ins___
ranking___
multiple choice___
open-end___

7.Did you utilize any media in the presentation of information: yes___no___(ie:slides,cards,tapes,etc.....)

8.Did you include the four basic parts of the questionnaire: yes___no___

9.Did you use such words as:

"subjects"	yes___no___
"evaluations"	yes___no___
"data"	yes___no___
"experimentation"	yes___no___

Advance Preparation

Topic: Personal Advance Prepararion

1. Know what you want.
   Throughout the development of the interviewing process, you should be able to develop a clear picture of what you want to accomplish. I call this the "Self-Visual Awareness Cue." Writing what you want is not enough - you must also perceive. If an architect is to build a bridge he must visually see what he is doing. As an architect for the interview process, you must not only develop a blueprint, but see how it will be used.
2. Know your environmental (ie: community, school, classroom, etc.) needs and problems. As an interviewer, you should make sure that the problem you are studying is worth your time and effort. If you feel that this project would be a waste of time, after talking it over with the other interviewers, do not become involved in this project. Your lack of enthusiasm will show during the interview. Here are some guidelines:
   a. Try not to interview already known facts: research what you do not know.
   b. Find out if other communities have researched similar studies.
   c. Find out if your local college or university has researched a similar study.
   d. Read and study your problem carefully.
3. Understand their (the problem's) dimensions: nothing in life is simple!
   a. What are the factors (causes, reasons) for your problem?
   b. What agencies or people are involved in the problem?

c. Is the problem your's (or your group's)?
d. Are there any "good guys" and "bad guys" - who, why?

4. Identify your own biases, prejudices, and objectives: recognize your biases and try not to eliminate your negative viewpoints - it would take too much time! Here is a list of some common and not so common biases: People who...

a. interrupt you
b. smoke a cigarette in your face or while talking
c. play with their cloths while talking or listening
d. brag
e. use "I" constantly
f. avoid looking you in the eye
g. chew gum while talking
h. are non-stop talkers
i. are too aggressive
j. tap
k. are sloppy
l. are ugly
m. are insultive
n. "talk" with their hands.
o. are foreign looking
p. have acne
q. doodle

5. Be sure to familiarize the projects' history, goals, people, etc. You are part of a team of interviewers. People will expect you to know the basic facts of the project.
6. Know what produces tension. All of the following tension producing elements can be nonthreatening to the participant as long as <u>you</u> (as the interviewer) explain their purpose(s):

Forms: help you to remember what questions must be asked.

Tape Recorders (Cassetts): help you to remember what the participant has said.

Other People In The Room: to observe the behavior of the interviewee - 2 or 3 heads are better than one- look for verbal and non-verbal expressions.

Topic: Physical Advance Preparation

1. Select a place for the interview. This could be a home, a school, a community center, a business office, etc. Here are some helpful reminders:

   a. Is this place nonthreatening to the interviewer and participant? A relaxing room in a house or a comfortable office can put the interviewer and participant much at ease, while a bland room can put both parties on the defensive.

   b. Can the participant reach the interview by bus or train (not every person has access to a car)?

   c. Is there parking facilities?

   d. Is the place easy to get to (always provide a map in your Interview Guide Package)?

   e. Are their any disturbing noises (construction, RR, etc.)?

2. Practice preparing the interview room. Try to arrange reduction or elimination of interruptions by:

   a. taking the phone off the hook, and

   b. putting a sign outside the door reading -

> Interview In Process. Please Don't Knock. Any Important Messages Can Be Written On The Wall-Pad.
>
> Thank You

Try to arrange the seating so that

   a. each person can see (eye-to-eye contact) and hear the other person, and

   b. each person seated should be and feel comfortable.

Basically there are three positions which the interviewer-participant can be seated:

. interviewer and participant on either side of a table or desk (can act as a barrier),

. interviewer seated on the side of the desk facing the participant, and

. interviewer and participant away from the desk.

A basic misconception interviewers have is that desks are barriers and produce tension. True, a desk can be a barrier, but it can also provide information by allowing the participant to feel that a barrier can exist if he so desires. There are many factors that produce tension such as (to name a few)

. the type of desk. A solid type of desk, such as one that comes to the floor made of heavy dark wood, creates a tough barrier to penitrate. However, a light color desk that extends to the floor provides the participant with an easier comfort. Of course a half-desk provides less of a barrier than a full-length desk, while a table provides even less of a barrier.

. the type of chair. Interviewers seated in high padded armchairs have a perception of authority (the execuative look), while seated in a low arm chair would provide less of an authoritative look. By having no arm rests, the interviewer would have less of an authoritative perception than that with arm rests.

. the color of the room. Dark colors usually produce more tension than light colors. I often equate dark colored rooms with executive offices.

Topic: When Should I Interview?

Ideally, an interview should occur at the participant's own convenience. However, this usually can not be done since many projects have few interviewers and many participants. Thus, by providing appointment periods, you (as the interviewer) will know who you will be interviewing prior to the interview

session and that there will be, in fact, a person to be interviewed! Now, the big question - "When should I interview?". Answer - hard to say. There are many factors you should consider when selecting a time and day. Here are just a few general suggestions:

1. Who is being interviewed? Housewives and husbands have different hours, and are usually in different day settings (office, house, school, etc.)
2. The hour. Start your interviews (during the week day) at at 9 AM and finish at 3 PM (remember housewives usually have to prepare dinner).
3. The day. Mondays are usually busy days - whatever people forget to do on Fri., Sat., or Sun., they will tend to do it on Monday. Fridays are usually week-end reservations day - people tend to deside on Fridays how they will spend their week-end. Tues., Wed., and Thursdays are the best days to interview - they are low tension days. Sat. and Sunday are days when people tend to leave their homes - relaxation and fun days.
4. The night. Any time between 8PM and 11PM is good. You should remember that days and time should be considered together.
5. The Season. A Friday night in the winter is different than a Friday night in the summer.

   Winter and Summer: people are indoors and outdoors in the extremes.

   Fall and Spring: people are outdoors and indoors more consistantly.
6. You. Remember, as an interviewer, you have a life too! Inconvenient hours and days can provide biased interview sessions, which will reflect upon the outcome of the project. A time/day appointment chart should be provided to the project director and to the interviewer. See section on Interviewer Materials.

Ending The Interview Process

Topic: Distributing The Questionnaire (Different approaches):

1. Mailing the Questionnaire. You should mail the questionnaire(s) in a self-addressed stamped envelope. There will be fewer questionnaires returned than if handed directly to each participant and thus returned immediately. However, since the participant cannot be identified, he might reply with increased honesty and less tension.
2. Same Setting. By distributing and collecting the questionnaires immediately, you will receive a large number of returns. However, the participants may not reply honestly for fear of being identified.
3. Different Settings. By allowing the participants to take home the questionnaire(s), and return it within a certain time period (but to a different setting: suggestion box, office, etc...), you will receive all of the questionnaires completed (hopefully) and the participants will reply honestly. You can list the names of the participants returning the questionnaires; however, the envelopes can not be opened until all of the questionnaires have been returned. It would be a good idea to have the participants involved to insure their peers that the questionnaires will not be opened!

Topic: Compiling the Data

You and your fellow interviewers should make sure that all the questions are answered. The suggestion or comment portion of the interview/questionnaire need not be answered since this is always an option. If participants omit any anwer(s), the interview/questionnaire can not be used. Charts and diagrams can only be made from the completed data!

Topic: Analyzing (Evaluating) the Data

Team work is of most importance when doing reseach. People involved directly with everyday functions of analyzing data should be contacted for involvement purposes. If your project

is relevent to your community or agency needs,you can always seek volunteers to help you. Here are a list of some possible sources which might be of help to you and your project:

school: counselors, school psychologist, district educational research director, math teacher, computer technologist, science teacher.

community agency: community counselors, agency directors, agency research director, social workers.

mayor's office: social workers, information bureau.

hospital: social workers, psychologists, in-service education training unit.

social agency: counselors, psychologists.

buisiness computer centers: technologists.

university (college community college): sociologist, psychologists, counselors, research director, dean, business instructors, etc.

When presenting material try to

- advertising agencies
- newspaper personnel
- publishing houses
- local print shops

What is most important when analyzing the data is just to report the facts - don't make any wild prediction(s)!

Topic: Writing the Results

When writing the results, it is important to know who will be receiving the results. If the results will appear in a journal, it is important for you to know which journal the results will be submitted. Each journal has a style they want you to use and it will be your responsiblity to find out their writing style criterias. If the rsults will be submitted to an institution, find out how that institution requests the finish format. It would be ideal if the authorities (see above topic) at

the institution can show you previous examples of acceptable work. Also find out the various ways of presenting your information. Such medias as slides, tapes, or bulletin boards all have great success. A report that is interesting and unique is a report worth remembering. So sellect your media with caution and ask for opinions!

Topic: Distributing the Results:

As important as it is to enter a workable research atmosphere, you should make some attempt to leave in the same fashion.

1. If you have promised to provide participants with the results, you should do so.
2. If your research project caused inner-personal conflicts and relieve them.
3. Get some feedback from your boss as to the degree of his/her satisfaction (or dissatisfaction).
4. If your project was a disaster, design a report explaining why it was so. Whenever, money or time has been employed in a project, an explanation (in writint) of its' results is always required.

Chapter Six. The Interview Guide Package

- The Time (Hour/Day) Appointment Chart
- Interview Personal Data Blank
- The Interview Data Guide

An interview guide can be of great help to the interviewer since it will aid him in presenting material, as well as recording it.

When preparing to write an interview guide, the interviewer must be able to translate the interview objectives into (1) subgroups, (2) indirect questions which might have to be answered, (3) probes which may be used, and (4) a listing of relevant answers that might be used.

Suggestions On Writing The Interview Guide:

1. The Interview Personal Data Blank could be mailed to the participant along with a letter of introduction. Official Paper should be used. A location map should provide visual directions on how to find the interview office or room.
2. The Interview Data Guide should have wide margins and questions spaced distantly from each other so that the interviewer could write observation notes.
3. Since a clipped board will most likely be used, the Interview Data Guide pages should not be stapled together until the interview is over. When ever stapled, the interviewer would have to take the Data Guide off the clip, turn the page, and put it back under the clip - thus creating too much attention! When not stapled together, the interviewer (without too much attention) would simply slip the Data Guide page underneath the other pages.

I.D. cards

I.D. (Identification) Cards might help the interview in that datum already collected can be easily classified. Also, numbers may be used to conceal those people who wish to remain anonymous.

Carrying Cases

Each participant should have their own carrying case in order to keep a safe transfer of materials from being lost. It can be embarrassing to finish an interview only later realizing that you had lost the necessary papers. So to avoid any future

embarrassments, get a carrying case (plastic folders, paper carrying cases, etc.).

The Time (Hour/Day) Appointment Chart

The project director should have a chart of each interviewer's preference time periods. Also each participant should have a chart specifying whom they will be interviewing (either by number or by name) so that they will be able to review each participant's file prior to the interview.

Interviewer: _____

Time \ Day	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
9 - 9:30							
9:30 - 10							
10 - 10:30							
10:30 - 11							
11 - 11:30							
11:30 - 12							
12 - 12:30			L U N C H				
12:30 - 1							
1 - 1:30							
1:30 - 2							
2 - 2:30							
2:30 - 3							
3 - 3:30							
3:30 - 4							
4 - 4:30							
8 - 8:30							
8:30 - 9							
9 - 9:30							
9:30 - 10							

Interview Personal Data Blank

Name Miss _____ Age ____
Ms. _____
Mr. _____

Address _____

Identification Code (I.D. cards) _____

Time of Interviewing

Date of Interviewing

AM / PM	AM / PM	AM / PM

Name of Interviewer _____

The Interview Data Guide

Participant: _____
Interviewer: _____
Location: _____
Date: _____
Time: _____

(Place Questionnaire Here)